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ABSTRACT

This final report provides an evaluative description of a child care provider training program. After a brief introduction, Section II discusses general service delivery in seven Texas counties. Tables represent number of trainees by county, trainees by facility type, modes of service delivery, and services provided to the counties. Section III describes group meetings which bring together expert trainers to cover specific topics relevant to provider needs and enable several trainees to receive training on specific topics of immediate interest. Brief descriptions of 27 discussion topics including discipline and behavior, working with parents, making educational materials, activities for infants and toddlers, health and safety precautions, emergency aid, puppetry, the magic circle, and professionalism are provided. In Section IV student college course evaluation data are reported. A summary, observations and recommendations are given in Section V. It is concluded that the North Texas State University Child Care Training Program appears to be meeting the needs of child care providers. Demand for University courses greatly exceeded anticipated enrollment. Additional faculty should be assigned to the training program. (Author/RH)

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FINAL REPORT: YEAR ONE
NTSU/TDHR TITLE XX
CHILD CARE PROVIDER TRAINING PROGRAM
NEEDS ASSESSMENT/EVALUATION

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SECTION I
INTRODUCTION

Purpose of Report

The purpose of this Final Report was threefold. First, it was to provide an evaluative description of a training program sponsored by Title XX funds through the Texas Department of Human Resources. This program was conducted by personnel associated with North Texas State University and was aimed at improving the skills for all types of Title XX child care providers in 18 North Texas counties including Tarrant County (Fort Worth).

Second, the review of specific topics, modes of delivery and the subsequent acceptance by various levels of providers may serve as a training model for those interested in planning similar future training programs.

Third, college credit coursework was offered to providers. The evaluation of topics and content may additionally assist those concerned with provider organized training for college personnel.

Evaluative Procedure

The Center for Research and Evaluation is responsible for providing evaluative assistance to the NTSU/TDHR Title XX Child Care Training Program. To facilitate the evaluative process a CIPP model was utilized. The evaluative

process was described in the services contract as follows:

> Context evaluation will be employed to assist in determining the logistics of personnel, materials, and delivery of training. This type of evaluation is useful in planning and in solving problems.
>
> Input evaluation will be utilized in an effort to obtain data related to decisions for operationalizing the goals identified by context evaluation. The staff will have the opportunity to draw upon their own borad experiences, the Dean of the College of Education, the Center for Research and Evaluation, consultants, and DHR staff, in obtaining input.
>
> Process evaluation will provide the on-going monitoring necessary in assurance of performance. They types of process data to be collected are discussed in other sections of the proposal and will include logs, reports, and summaries.
>
> Product evaluation will include both affective and cognitive measures related to the training of providers. All training will be based upon measureable objectives. Written tests and other observational techniques will be employed in the monitoring of training quality. Both the course training and sharemobile assistance must meet the established integrity of this institution and the personnel involved in the project.

The director and staff of the Center for Research and Evaluation spent considerable time (not described within this report) in assisting the program staff in budgetary and similar business management activities. These activities fall largely within the context, input, and process aspects of the CIPP model. Monthly and other TDHR reports and visits contributed to the process evaluation.

This represents the final evaluation and summarizes training activities for the entire year. As stated, it provides an assessment of the past year and a needs basis for future training.

SECTION II
GENERAL SERVICE DELIVERY

The NTSU/TDHR Title XX child Care Training Program serves an eighteen county geographic area. Of these eighteen counties seven contain Title XX child care facilities. Table I contains data representing the number and relative percentage of potential trainees in each county containing Title XX facilities.

TABLE I

POTENTIAL TRAINEES BY COUNTIES SERVED BY NTSU/TDHR/TITLE XX PROGRAM

County	Number Potential Trainees	Percent Trainees
Cooke	1	0.3
Denton	12	4.0
Ellis	8	3.0
Grayson	13	4.0
Hunt	11	4.0
Tarrant	240	84.0
Wise	1	0.3

The overwhelming majority of contracted day care facilities and day homes served by the NTSU/TDHR/Title XX Child Care Training Program lie in Tarrant County. Eighty-four percent of the potential trainees are employed in Tarrant County. Four other counties, Denton, Ellis, Grayson, and Hunt are fairly equal in their number of potential trainees. Cooke and Wise Counties contain only one trainee each.

Table II, below, presents a description of trainees by type of childrens' facility located in Tarrant County. The two major facility classifications are day homes and day care centers.

TABLE II

POTENTIAL TRAINEES IN TARRANT COUNTY
BY FACILITY TYPE

Facility Type	Number Potential Trainees	Percent Trainees
Day Homes	90	37.5
Day Care Centers	150	62.5

As Table II shows, 62.5 percent of the trainees are employed in day care centers. The obvious reason for this is that day care centers employ a number of people whereas day homes are usually directed by one individual.

Child care facilities throughout the seven county area may be further classified. The following Table, Table III, represents services offered by the NTSU/TDHR Title XX Training Program to five facility types from June 1978 through May, 1979.

During this nine month period, 71 percent of trainees who received services were employed by non-profit day care centers. Agency family day homes represented 13 percent of the trainees. Each of the nine month periods were consistent with the total figures except June, the first month

TABLE III

SUMMARY OF SERVICE BY FACILITY TYPE
(June 1, 1978 - February 28, 1979)

Facility	Months												Total
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	
Child Agency Staff	23/13	17/7	36/5	21/3	21/4	28/4	51/15	32/12	46/9	33/6	41/8	26/15	375/7
Non-Profit Day Care Center	46/26	198/74	552/83	464/75	445/78	587/76	218/64	167/61	365/74	369/71	354/71	78/44	3843/71
Commercial Day Care Center	3/2	5/2	27/8	48/8	40/7	29/3	13/4	12/4	13/3	18/3	28/6	27/16	263/5
Registered Family Home	6/3	6/2	10/1	14/2	16/3	32/4	19/6	13/5	14/3	14/3	17/3	15/9	176/3
Agency Family Day Home	100/56	41/15	38/6	72/12	48/8	97/12	40/12	51/18	57/11	89/17	58/12	27/16	718/13

KEY: Number of Trainees/Percent of Total Trainees Seen

of training, which required that initial visits be made and was reflected in a 26 percent total for non-profit day care center employees and a 56 percent total for agency family day home directors. The relatively large number of day homes is illustrated in the June activity report. It should be noted that visiting day homes requires a number of individual stops which is more time consuming than visiting a number of trainees in one day care center. This time is necessary due to the lack of any substitute available personnel which would allow day home mothers to leave children.

From the data in Table IV the reader may make a number of observations concerning the various modes of service delivery utilized in training. The largest number of providers were served through college course training. Courses can effectively bring a number of individuals together for concentrated training, but do not serve the purpose provided in other delivery modes. The summer course work began in July and the largest groups were enrolled in that period.

Workshops were the other training delivery mode involving large group assemblage and ranked second in frequency participation. Inspections of data presented elsewhere reveals that a number of holiday oriented workshops were conducted in November which accounted for the

TABLE IV

MODES OF SERVICE DELIVERY UTILIZED BY
NTSU/TDHR/TITLE XX TRAINING PROGRAM
(June 1, 1978 - February 28, 1979)

Modes	Months												Total
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar	Apr.	May	
Workshop	36/20	0/0	101/15	75/12	110/19	436/56	80/23	25/9	163/33	191/36	127/25	37/21	1381/26
Other Group Work	18/10	14/5	39/6	39/69	63/11	20/3	19/6	9/3	43/9	67/13	67/13	16/9	414/8
Individual Assistance	124/70	90/34	94/14	68/11	98/17	72/9	135/40	103/37	109/22	64/12	113/23	99/57	1163/22
Sharemobile	0/0	1/.3	5/.7	18/3	8/1	27/3	5/1	20/7	20/4	24/5	8/2	8/5	144/3
Resource Center	0/0	0/0	1/.1	3/.5	4/.7	4/.5	3/.9	0/0	0/0	0/0	2/-4	0/0	17/.3
Course Work	0/0	162/61	423/64	416/67	287/50	214/28	99/29	118/43	160/32	177/34	180/36	13/7	2249/42

KEY: Number of Trainees/Percent of Total Trainees Seen

large number of participants in that period. The success of the workshops and other relevant data are described in Section III of this report. It should be noted, that although scheduling is difficulty, workshops are an effective means of providing specific content.

Perhaps the most time consuming delivery mode is individual assistance. It can be very effective, however, and a relatively large number of trainees were reported as being served individually.

Other modes which involve individual assistance are the sharemobile and resource room. A trend of increased utilization of the sharemobile is apparent. Direct utilization of the resource room has not met with the anticipated increase mentioned in the interim evaluative report. It was felt that geographic relocation would provide impetus in utilization. However, demands that providers reamin in centers during most hours of resource room availability have prevented direct utilization of the resource room. Other data revealed that the materials within the resource room are receiving wide distribution and that several training sessions have been held there. Further, the classification of direct services perhaps negates the relative impact of the resource room in that it is an indirect type of support system.

SUMMARY OF SERVICE BY COUNTY
NTSU/TDHR/TITLE XX PROGRAM
(June 1, 1978 - February 28, 1979)

County	Months												Total
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	
Dallas	23/13	21/8	76/11	41/7	41/7	35/4	39/11	21/8	26/5	40/8	26/5	13/7.5	372/7
Ellis	2/1	25/9	54/8	41/7	39/7	42/5	30/9	25/9	26/5	45/9	44/9	9/5	382/7
Grayson	4/2	0/0	1/.1	0/0	26/5	9/11	90/26	12/4	50/10	45/9	58/12	2/1	236/4
Hunt	7/4	28/10	47/7	20/3	18/3	52/7	0/0	0/0	6/1	1/1	9/2	13/7.5	201/4
Tarrant	143/80	183/68	474/71	504/81	341/60	604/78	172/50	188/68	324/65	344/66	292/59	126/73	3695/69
Denton	9/5	10/4	11/2	13/2	105/18	31/4	90/26	29/10	63/13	48/9	69/14	9/5	487/9
Cooke	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0
Wise	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0
Navarro										0/0	0/0	1/.5	1/.01

KEY: Number of Trainees/Percent of Total Trainees Seen

Tarrant County providers were the largest consumers of services. If Dallas County were not included the Tarrant County trainees would increase to 76 percent of the total. Comparison of this information with Table I permits the observation that the numbers of the potential groups are being adequately served. Since 84 percent of the potential trainees are employed in Tarrant County the figures appear to be equitable.

It should be noted that Dallas County was served at the request of Eastfield Community College/TDHR/Title XX project staff and the TDHR Contract Manager/Developer and with the consent of the NTSU University Liaison. The services provided were upper-divisional college credit courses for Title XX child care providers. That is course work at the Junior, Senior or graduate levels not offered by community colleges.

SECTION III
GROUP TRAINING

A needs assessment-process-product approach was utilized to provide both formative and summative data. This data is useful in immediate decision making and provides the basis for future planning. The group training format brings together a number of expert trainers to cover specific topics relevant to provider needs. The diversity of provider needs demands a delivery system which is flexible. This approach then provides data which permits an on-going needs assessment for topics desired, the attainment of desired content by providers, and an evaluation of the capability of the presenter.

College credit courses do not fit this evaluative model due to the relatively longer time period covered during a course and the consistancy provided by relatively few instructors. Further, needs for college courses can be assessed from direct interaction with providers and may be subsequently demonstrated when specific classes are activated. College courses are discussed in Section IV of this report.

The group format utilized in this program, as indicated above, enables a number of trainees to receive training on a specific topic. The process allows for an exchange

of ideas between providers and permits interaction with experts. Group's characteristics range from the staff of a single center to an assemblage of day home mothers from a given area or even to a large cross section of providers. Group sessions must focus on a single topic which enables participatns to select sessions based on their needs and interests.

The group meetings described on the following pages range from 30 minutes to three hours in length. Attendance ranged from seven to 60 trainees. A number of topics were repeated at various centers in order to reach a maximum number of child care providers.

TABLE VI

FACILITIES REPRESENTED IN GROUP TRAINING SESSIONS COMPARED TO POTENTIAL DURING JUNE 1, 1978 TO FEBRUARY 28, 1979

Facilities	Number Represented	Potential Number
Tarrant County Day Home	10	20
Tarrant County Center	12	12
TDHR Day Home	9	9
Catholic Charity Day Home	42	74
Non-Profit Center	8	8
Commercial	1	1

As indicated by the data in Table VI, a proportionally large number of providers availed themselves of group training. Although the largest groups represented were from Day Care Associations of Tarrant County and the Catholic Charities Day Homes, proportionally all other facilities were better represented. These data may support some concern that providers represented in these two agencies did not approach their potential during these months.

The following pages are divided by topic areas. Each topic was evaluated separately. The Training Session Scale (Appendix B) was developed and utilized to expeditiously provide the needed data. Each topic is evaluated based upon consequence between objectives and actual learning. The objectives were predetermined and stated by the presenter and the learning attainment statements were expressed directly by participants. Each topic was then summarized in a narrative evaluation based upon the participant "learned" statements and scale results. The "would like to learn" statements provided needs assessment data as pertains to trainer--trainee needs for the future.

TOPIC I

DISCIPLINE AND BEHAVIOR

Date Presented
7-29-78

A. Objectives

1. Learn definition of discipline
2. Learn principles of discipline, i.e. limits, natural consequences, etc.

B. Participant Statements

1. Learned (by rank)
   a. Learned purpose of discipline
   b. Learned meaning of discipline
   c. Learned ways to discipline
   d. Learned reinforcement procedures
   e. Learned importance of consistency

2. Would like to learn
   a. More on subject--more ways
   b. To discipline
   c. Effective punishment procedures
   d. Behavior modification

*TRAINING SESSION SCALE RESULTS
FOR DISCIPLINE AND BEHAVIOR
(N=58)

ITEM	$\bar{X}$	S.D.
1. I learned a lot	1.7	0.8
2. I can use what I learned	1.4	0.6
3. The information was helpful	1.5	0.6
4. The teacher was helpful	1.4	0.7
5. The teacher was interesting	1.4	0.6
6. I would like to hear more about this	1.5	0.6
7. Overall I would rate this session	1.6	0.7

*(1-high, 5-low)

EVALUATION: This training session appeared to be quite effective. Instructor objectives were met, indicated by the participant responses. In fact, the "I learned" statement tend to go beyond the instructors expectations as reflected in the objectives. This is by nature a high interest topic which is reflected by a large

frequency of responses. The general tenor of the responses also reflect positive and several basic approaches to discipline. The session also generated a desire among participants to learn more techniques in this area along with extensions of this area. Further training in this area is recommended.

TOPIC II

WORKING WITH PARENTS

Date Presented
7-29-78

A. Objectives

1. Gain understanding of parent-child relationship
2. Learn ways to build trusting relationship between parents and teachers
3. Discuss changes in parent which would help child grow and develop
4. Think of ways to accomplish above

B. Participant Statements

1. Learned (by rank)
   a. How to communicate with parents
   b. How to help parent understand child

2. Would like to learn
   a. More about parent-teacher relationship
   b. Dealing with "difficult" parent
   c. Single parenthood

*TRAINING SESSION SCALE RESULTS
FOR WORKING WITH PARENTS
(N=60)

	ITEM	$\bar{X}$	S.D.
1.	I learned a lot	1.9	1.0
2.	I can use what I learned	1.6	0.8
3.	The information was helpful	1.7	1.0
4.	The teacher was helpful	1.7	1.0
5.	The teacher was interesting	1.9	1.1
6.	I would like to hear more about this	1.7	1.1
7.	Overall I would rate this session	1.8	1.0

*(1-high, 5-low)

EVALUATION: This workshop was well-accepted by the participants and seems to be a topic of high interest. It is interesting to note that the day care participants feel as great a need to learn to work with parents as they do with children.

There was also a concern mentioned that the parents should also have the opportunity to learn what the participants were learning. The objectives appeared to be rather ambitious for the presentation in that only two of the stated four were reflected in the "I learned" statements. The interest noted above coupled with the importance of the topic indicates that follow-up presentations may be needed to arrive at attainment of goals. In addition, the "would like to learn" statements underscored the need for the topic and time needed on the topic.

TOPIC III

MAKING EDUCATIONAL MATERIALS

Date Presented
7-29-78

A. Objectives

1. Prepare one teaching aid
2. Acquire ideas and information for making additional materials

B. Participant Statements

1. Learned (by rank)
   a. How to make educational materials
   b. Use materials from home
   c. Learned new activities
   d. How to make yarn ball
   e. How to make puppets

2. Would like to learn
   a. More about educational materials for different age groups

*TRAINING SESSION SCALE RESULTS
FOR MAKING MATERIALS
(N=56)

	ITEM	$\bar{X}$	S.D.
1.	I learned a lot	1.3	0.5
2.	I can use what I learned	1.2	0.5
3.	The information was helpful	1.2	0.5
4.	The teacher was helpful	1.1	0.3
5.	The teacher was interesting	1.2	0.6
6.	I would like to hear more about this	1.2	0.5
7.	Overall I would rate this session	1.2	0.5

*(1-high, 5-low)

EVALUATION: The workshop was again very well accepted and objectives were met. The topic filled a participant need and many participants noted that it was good to discover that educational materials could be made very inexpensively.

Workshops should be continued in this area so that creative ideas can be shared. The objectives appeared to be achieved. The "I learned" statement tended to reflect interest in learning about specific things which could be produced. The "would like to learn" statements reflected a interest in learning how to create more things for specific age groups. It should also be noted that the ratings on the scales were extremely high which may reflect the practicality of the topic as well as the ability of the presentor.

One further observation concerning this topic was that the participants tended to reflect only materials presented as specific projects. Perhaps with more presentations of this nature the participants will begin to become more personally creative rather than reliant upon specific ideas. Regardless there is a need for related topics.

TOPIC IV

ACTIVITIES FOR INFANTS AND TODDLERS

Date Presented
7-29-78

A. Objectives

1. Gain new activity idea
2. Use scrap materials as learning tools
3. Demonstrate ability to use materials

B. Participant Statements

1. Learned (by rank)
   a. Use of teacher-made materials
   b. Use household items as toys
   c. Activities for 2 year olds

2. Would like to learn
   a. More ideas for teacher-made materials

*TRAINING SESSION SCALE RESULTS
FOR ACTIVITIES FOR
INFANTS AND TODDLERS
(N=14)

ITEM	$\bar{X}$	S.D.
1. I learned a lot	1.5	0.6
2. I can use what I learned	1.4	0.5
3. The information was helpful	1.5	0.6
4. The teacher was helpful	1.4	0.5
5. The teacher was interesting	1.4	0.5
6. I would like to hear more about this	1.4	0.6
7. Overall I would rate this session	1.5	0.6

*(1-high, 5-low)

EVALUATION: Training session appeared to have met objectives. Participants mentioned materials more than activities giving this session some overlap with the "Making Materials" workshop. Most of the comments made in the previous evaluation discussion may again be stated here in that the participants tend to appreciate practical things which can be produced. The participants continue to request more specifics in this area.

TOPIC V

CREATIVITY AND PRE-SCHOOL CHILD — Date Presented 7-29-78

A. Objectives

1. Define aspects of creativity
2. Explore preschool curricula in terms of creative expression
3. Develop new ideas for practical classroom utilization

B. Participant Statements

1. Learned (by rank)
   a. Learned creative activities
   b. Emphasize process over product

2. Would like to learn
   a. More activities
   b. Materials to purchase

TRAINING SESSION SCALE RESULTS
FOR CREATIVITY AND PRESCHOOL CHILD
(N=29)

	ITEM	$\bar{X}$	S.D.
1.	I learned a lot	1.5	0.7
2.	I can use what I learned	1.4	0.7
3.	The information was helpful	1.3	0.7
4.	The teacher was helpful	1.3	0.5
5.	The teacher was interesting	1.2	0.5
6.	I would like to hear more about this	1.4	0.7
7.	Overall I would rate this session	1.4	0.7

*(1-high, 5-low)

EVALUATION: Workshop achieved high ratings, however, there appears to still be a need for participants to explore curricula for creative expression opportunities. Participants have the need to be given ideas rather than develop their own.

The practical aspects of creativity in terms of activities and material appeared to be either stressed by the presentor or the content best "learned" by participants. Indeed, the "would like to learn" statements reflected the desire to continue with the practical. The theoretical aspects of the curricula and creativity were not reflected by the participant statements.

TOPIC VI

ACTIVITIES FOR SCHOOL-AGE CHILDREN

Date Presented
7-29-78

A. Objectives

1. View and discuss slide show
2. Learn how to make and play games
3. New arts and crafts ideas

B. Participant Responses

1. Learned (by rank)
   a. Nature experiences
   b. Ideas for crafts and games

2. Would like to learn
   a. More experiences for this age group
   b. More nature ideas

*TRAINING SESSION SCALE RESULTS
FOR ACTIVITIES FOR SCHOOL-AGE CHILDREN
(N=8)

ITEM	$\bar{X}$	S.D.
1. I learned a lot	1.4	0.5
2. I can use what I learned	1.4	0.5
3. The information was helpful	1.6	1.1
4. The teacher was helpful	1.3	0.5
5. The teacher was interesting	1.3	0.5
6. I would like to learn more about this	1.9	1.1
7. Overall I would rate this session	1.3	0.5

*(1-high, 5-low)

EVALUATION: The small number of participants utilizing this workshop does not give, perhaps, a true indication of this sessions' effectiveness. The objectives appear to have been met. The desire to learn and interest specific activity continued to be expressed. It was interesting to note that there was also interest in learning more about the school age child and while the number of participants was small some future training should include this area.

TOPIC VII

SETTING UP CENTERS

Date Presented
8-5-78

A. Objectives

1. Unavailable

B. Participant Statements

1. Learned (by rank)
   a. Learned how to set up centers
   b. How to arrange classroom for centers
   c. What centers should contain

2. Would like to learn
   a. What types of materials to get for centers
   b. More about setting up centers
   c. Specific centers, i.e. gross motor centers

*TRAINING SESSION SCALE RESULTS
FOR SETTING UP CENTERS
(N=35)

	ITEM	$\bar{X}$	S.D.
1.	I learned a lot	2.0	0.9
2.	I can use what I learned	1.9	0.8
3.	The information was helpful	2.0	0.8
4.	The teacher was helpful	1.8	0.8
5.	The teacher was interesting	1.8	0.8
6.	I would like to hear more about this	2.0	0.9
7.	Overall I would rate this session	1.9	0.8

*(1-high, 5-low)

EVALUATION: Objectives for this workshop were not available. However, participant responses clearly demonstrate logical learning in this area took place. The ratings for this session, while high, did not meet up to the excellent standards other sessions received. On the basis of responses covering additional desired learnings it appears that additional training is needed for the group who attended the session.

This training should focus upon more specificity in relation to setting up, utilizing, maintaining, and selecting content for learning centers. This topic also should be offered to other groups.

TOPIC VIII

SHAREMOBILE AND RESOURCE ROOM

Date Presented
8-5-78

A. Objectives

1. Awareness of materials and equipment in Sharemobile
2. Awareness of materials and equipment in Resource Room
3. Availability of assistance
4. Review equipment

B. Participant Statements

1. Learned (by rank)
   a. Learned about resource room
   b. Materials available
   c. Importance of development of feelings in children
   d. Availability of materials

2. Would like to learn
   a. Schedule and availability of Sharemobile

*TRAINING SESSION SCALE RESULTS
FOR SHAREMOBILE AND RESOURCE ROOM
(N 38)

	ITEM	$\bar{X}$	S.D.
1.	I learned a lot	1.8	0.9
2.	I can use what I learned	1.6	0.8
3.	The information was helpful	1.5	0.9
4.	The teacher was helpful	1.5	0.8
5.	The teacher was interesting	1.7	0.9
6.	I would like to hear more about this	1.7	1.0
7.	Overall I would rate this session	1.6	0.8

*(1-high, 5-low)

EVALUATION: This workshop was well-received. Ongoing encouragement of use of the resource center is recommended. Scheduling and availibility of the Sharemobile needs to be reiterated. It is interesting to note that among the responses for this session was "development of feelings in children." This session had an affective side to it besides the cognitive learning which took place.

TOPIC IX

BASIC MOVEMENT

Date Presented
8-5-78

A. Objectives

1. Develop ability to move effectively in space
2. Experience meaning of movement words

B. Participant Statements

1. Learned (by rank)
   a. Different body movements
   b. Help children discover selves

2. Would like to learn
   a. More movements

*TRAINING SESSION SCALE RESULTS
FOR BASIC MOVEMENT
(N=15)

	ITEM	$\bar{X}$	S.D.
1.	I learned a lot	1.1	0.5
2.	I can use what I learned	1.1	0.5
3.	The information was helpful	1.1	0.5
4.	The teacher was helpful	1.2	0.6
5.	The teacher was interesting	1.1	0.5
6.	I would like to hear moer about this	1.2	0.6
7.	Overall I would rate this session	1.2	0.6

*(1-high, 5-low)

EVALUATION: This training session was highly rated. The experiential aspects of the workshop probably accounted for its acceptance and usefulness. Participants requested more information and activity in this area. A relatively small number of participants were able to take part in this session which according to the high ratings was unfortunate. The "learned" and "would like to learn" statements both reflected the need for continued training in this area.

TOPIC X

WOODWORKING

Date Presented
8-5-78
12-12-78

A. Objectives

1. Make and repair books-book binding
2. Label and demonstrate proper use of tools
3. Use tools to make wood project

B. Participant Statements

1. Learned (by rank)
   a. How to make and repair books
   b. Tools to use with small children
   c. Different types of wood

2. Would like to learn
   a. More activities for appropriate ages
   b. More about tools

*TRAINING SESSION SCALE RESULTS
FOR WOODWORKING
(N=48)

	ITEM	$\bar{X}$	S.D.
1.	I learned a lot	1.5	0.8
2.	I can use what I learned	1.5	0.7
3.	The information was helpful	1.6	0.8
4.	The teacher was helpful	1.5	0.7
5.	The teacher was interesting	1.5	0.8
6.	I would like to hear more about this	1.7	0.7
7.	Overall I would rate this session	1.5	0.8

*(1-high, 5-low)

EVALUATION: This topic was offered on two occasions. The first session concentrated on the construction and repairing of books. The second session covered use of tools and wood.

The objectives of the workshops appear to have been met. The "would like to learn" statements reflected a desire to get information concerning child developmental levels by age and the ability to work with different materials. They also requested more information on the use of tools. More training in this area is clearly warranted.

TOPIC XI

COOKING EXPERIENCES FOR YOUNG CHILDREN

Date Presented
8-15-78

A. Objective

1. Taste totally new food
2. Classification of fruits
3. Cook apple fritters
4. Review of childrens' cookbooks

B. Participant Statements

1. Learned (by rank)
   a. Learned about new foods
   b. Activities with foods
   c. Creative cooking with children

2. Would like to learn
   a. Meal planning
   b. Salad making

*TRAINING SESSION SCALE RESULTS
FOR COOKING
(N=10)

ITEM	$\bar{X}$	S.D.
1. I learned a lot	1.1	0.3
2. I can use what I learned	1.1	0.3
3. The information was helpful	1.2	0.4
4. The teacher was helpful	1.0	0.0
5. The teacher was interesting	1.0	0.0
6. I would like to hear more about this	1.1	0.3
7. Overall I would note this session	1.2	0.4

*(1-high, 5-low)

EVALUATION: This session received excellent ratings from the small numbers of participants involved. The objectives were met and it is recommended that the training be offered to a larger number of day care workers.

TOPIC XII

AUTOHARP TRAINING AND AUTOHARP FOLLOW-UP

Dates Presented
24 Sessions,
from 8-1-78 to
1-23-79

A. Objectives

1. Equipment available for center staff use
2. Parts of autoharp
3. Care and tuning of autoharp
4. Playing the autoharp
5. Singing and playing simple songs
6. Reviewing songs (Follow-up)
7. Playing and singing more difficult songs (Follow-up)

B. Participant Statements

1. Learned (by rank)
   a. Learned about autoharp
   b. Learned how to play
   c. More songs (Follow-up)

2. Would like to learn
   a. More songs
   b. More chords
   c. Other small instruments(Follow-up)

*TRAINING SESSION SCALE RESULTS
FOR AUTOHARPS
(N=204)

1	ITEM	$\bar{X}$	S.D.
1.	I learned a lot	1.3	0.6
2.	I can use what I learned	1.3	0.6
3.	The information was helpful	1.3	0.7
4.	The teacher was helpful	1.3	0.7
5.	The teacher was interesting	1.2	0.7
6.	I would like to learn more about this	1.4	0.8
7.	Overall I would rate this session	1.2	0.6

*(1-high, 5-low)

EVALUATION: The autoharp workshop was offered 24 times, including 6 follow-up sessions. Participants demonstrated much enthusiasm for this topic. The follow-up sessions met the participants' desire to learn more songs and more advanced use of the instrument. It is interesting to note that most of these sessions were done in actual child care facilities and the group seemed appreciative.

The utilization of the follow-up training appeared well received and the concepts of small musical instruments as a training topic appeared viable for the future.

TOPIC XIII

MUSIC FOR YOUNG CHILDREN — Dates Presented 8-2-78

A. Objectives

1. Teach songs to use with young children

B. Participant Statements

1. Learned (by rank)
   a. Learned songs for toddlers
   b. Learned movements to animate songs

2. Would like to learn
   a. More songs and songs for older children

USE OF MUSICAL INSTRUMENTS WITH YOUNG CHILDREN — Six Sessions 10-3-78 to 10-24-78

A. Objectives

1. Introducing musical instruments to children
2. Examples of homemade instruments
3. Provide activities and participation

B. Participant Statements

1. Learned (by rank)
   a. How to use different instruments
   b. How to make homemade instruments

2. Would like to learn
   a. How to make more instruments

*TRAINING SESSION SCALE RESULTS
FOR MUSIC
(N=42)

ITEM	$\bar{X}$	S.D.
1. I learned a lot	1.4	0.8
2. I can use what I learned	1.4	0.9
3. The information was helpful	1.4	0.9
4. The teacher was helpful	1.3	0.7
5. The teacher was interesting	1.3	0.7
6. I would like to learn more about this	1.5	1.0
7. Overall I would rate this session	1.4	0.8

*(1-high, 5-low)

EVALUATION: Two topics were treated as one in this area. Music is a high interest topic for the participants. There is a desire on their parts to have more experiences and knowledge in this area. A specific request for more songs for older children was noted. The evaluation forms made it difficult to determine which of these two topics were most successful; however, due to the similarity in content they were evaluated as one area. Music, songs, and small instruments appeared to warrant further training time.

TOPIC XIV

HOLLOW BLOCKS

Dates Presented
Twelve Sessions
from 8-29-78 to
11-28-78

A. Objectives

1. Exploration of hollow blocks
2. Value of hollow blocks
3. Role of teacher
4. How to use blocks
5. Room arrangement for hollow block area

B. Participants Statements

1. Learned (by rank)
   a. How to use blocks
   b. Educational value of blocks
   c. Names of blocks

2. Would like to learn
   a. More ideas for block usage
   b. Ways to use outdoors

*TRAINING SESSION SCALE RESULTS
FOR HOLLOW BLOCKS
(N=40)

ITEM		X	S.D.
1.	I learned a lot	1.1	0.3
2.	I can use what I learned	1.2	0.4
3.	The information was helpful	1.1	0.4
4.	The teacher was helpful	1.1	0.3
5.	The teacher was interesting	1.0	0.2
6.	I would like to learn more about this	1.6	0.9
7.	Overall I would rate this session	1.1	0.4

*(1-high, 5-low)

EVALUATION: The hollow block workshops presented a new medium for teachers' use. The participants expressed great interest in their use and were particularly impressed with the teachers' presentation. It is recommended that follow-up sessions be offered on this topic due to its apparent applicability.

TOPIC XV

LANGUAGE (BOOKS FOR CHILDREN, EXPERIENCES IN LANGUAGE DEVELOPMENT, AND POEMS, SONGS AND FINGERPLAYS FOR CHILDREN

Date Presented 10-28-78

A. Objectives-Books for Children

1. Techniques for reading books with young children
2. Ways to tell stories, i.e. flannel board, art, acting out
3. Good book selection for young children
4. Book evaluation

B. Objectives- Experiences in Language Development

1. Demonstrate value of language experiences
2. Participation in developing poetry, songs, and stories
3. Show samples of childrens' experiences (books, games)

C. Objectives-Poems, Songs, and Fingerplays for Children

1. Participation in method of fingerplay, songs, and poems

D. Participant Statements

1. Learned (rank ordered)
   a. Ways to tell stories
   b. Uso of flannel board
   c. Proper way to read stories

2. Would like to learn
   a. More poems and flannel board stories
   b. More about children's books

*TRAINING SESSION SCALE RESULTS
FOR BOOKS FOR CHILDREN, EXPERIENCES
IN LANGUAGE, DEVELOPMENT, AND POEMS,
SONGS, AND FINGERPLAY
(N=22)

	ITEM	X	S.D.
1.	I learned a lot	1.3	0.5
2.	I can use what I learned	1.2	0.4
3.	The information was helpful	1.3	0.6
4.	The teacher was helpful	1.2	0.4
5.	The teacher was interesting	1.2	0.5
6.	I would like to learn more about this	1.3	0.5
7.	Overall I would rate this session	1.4	0.9

EVALUATION: These three workshops were offered on the same day to the same group. One evaluation was completed for the three sessions. Participants were offered a wealth of information and activities which they appeared to enjoy and process adequately. The use of flannel boards as a language medium is popular and widely applicable. A greater stress on participant creativity is still necessary.

TOPIC XVI

LANGUAGE DEVELOPMENT (STORYTELLING) Date Presented 11-11-78

A. Objectives

1. Discuss aspects of reading to children-why, when, what and how to
2. Demonstrate storytelling techniques
3. Familiarize participants with good books

B. Participant Statements

1. Learned (rank ordered)
   a. Importance of stories for children
   b. Variety of activities in storytelling

2. Would like to learn
   a. More about flannel boards

*TRAINING SESSION SCALE RESULTS
FOR LANGUAGE DEVELOPMENT
(STORYTELLING)
(N=11)

	ITEM	$\bar{X}$	S.D.
1.	I learned a lot	1.7	1.3
2.	I can use what I learned	1.6	1.3
3.	The information was helpful	1.6	1.3
4.	The teacher was helpful	1.6	1.4
5.	The teacher was interesting	1.6	1.3
6.	I would like to learn more about this	1.6	1.4
7.	Overall I would rate this session	1.6	1.4

*(1-high, 5-low)

EVALUATION: This session in language development displays overlap with other language workshops. The importance of the topic warrants its continued presence. More emphasis on books for children appears to be necessary.

TOPIC XVII

LANGUAGE DEVELOPMENT AND CREATIVITY

Date Presented
7-29-79

A. Objectives

1. Awareness of language development in children 0-6 years
2. Ideas to stimulate language development
3. Participation in activities which encourage language development and creativity.

B. Participant Statements

1. Learned (by rank)
   a. Importance of communicating with children
   b. Emphasize word usage with children

2. Would like to learn
   a. What to look for in children re: language development

*TRAINING SESSION SCALE RESULTS FOR LANGUAGE DEVELOPMENT AND CREATIVITY (N=7)

	ITEM	X	S.D.
1.	I learned a lot	1.4	0.9
2.	I can use what I learned	1.4	0.8
3.	The information was helpful	1.1	0.8
4.	The teacher was helpful	1.1	0.4
5.	The teacher was interesting	1.1	0.4
6.	I would like to learn more about this	1.6	0.8
7.	Overall I would rate this session	1.1	0.4

*(1-high, 5-low)

EVALUATION: This session fulfilled a need for the participants which was often mentioned as an area of interest. The number of participants was quite small, however, and it is recommended that more child care workers be exposed to the language development process. Also, ways in which to stimulate language should continue to be presented.

TOPIC XVIII

HOLIDAY ARTS AND CRAFTS
DECEMBER ARTS AND CRAFTS

Dates Presented
11-4-78
12-4-78 through
12-12-78

A. Objectives--Holiday Arts and Crafts

1. See a variety of arts and crafts
2. New songs and fingerplays
3. Gain new snack idea per holiday

B. Objectives--December Arts and Crafts

1. Provide ideas for holidays
2. Through participation show how children express creativity
3. Make ornaments

C. Participants Statements

1. Learned (by rank)
   a. New ideas for holidays
   b. Activities for each month
   c. Most any material is useful

2. Would like to learn
   a. About other holidays
   b. How to make homemade ornaments

*TRAINING SESSION SCALE RESULTS FOR
HOLIDAY ARTS AND CRAFTS
(N=67)

	ITEM	$\bar{X}$	S.D.
1.	I learned a lot	1.2	0.5
2.	I can use what I learned	1.2	0.5
3.	The information was helpful	1.3	0.7
4.	The teacher was helpful	1.2	0.6
5.	The teacher was interesting	1.2	0.6
6.	I would like to learn more about this	1.3	0.8
7.	Overall I would rate this session	1.2	0.7

*(1-high, 5-low)

TRAINING SESSION SCALE RESULTS FOR
DECEMBER ARTS AND CRAFTS
(N=17)

ITEM	$\bar{X}$	S.D.
1. I learned a lot	1.1	0.2
2. I can use what I learned	1.0	0.0
3. The information was helpful	1.0	0.0
4. The teacher was helpful	1.0	0.0
5. The teacher was interesting	1.0	0.0
6. I would like to learn more about this	1.1	0.3
7. Overall I would rate this session	1.1	0.2

*(1-high, 5-low)

EVALUATION: These topics are high interest areas for participants. It is recommended that holiday ideas be continually shared and developed. Teachers are constantly looking for arts and crafts activities for appropriate ages and seasons. The concept of applying ideas of seasonal interest also appears to have considerable potential for future training and can be extended to meals and music and other areas such as indoor and outdoor activities.

TOPIC XIX

SMALL GROUP TIME ACTIVITIES

Date Presented
Eleven Sessions
From 2-16-79 to
4-3-79

A. Objectives

1. To share ideas for activities to use with two and three year olds at Small Group Time
2. To share ideas for activities to use with four and five year olds at Small Group Time
3. To help staff with resource cards to record activity ideas

B. Participant Statements

1. Learned (by rank)
   a. Different activities to do in groups
   b. Ways to make materials for Small Group Time
   c. Using different materials in groups
   d. How to get and hold a child's interest
   e. Use of puppetry in Small Group Time

2. Would like to learn
   a. More activities
   b. More on making materials
   c. Problem solving and transition activities

*TRAINING SESSION SCALE RESULTS
FOR SMALL GROUP TIME
ACTIVITIES
(N=79)

ITEM	X	S.D.
1. I learned a lot	1.1	0.3
2. I can use what I learned	1.1	0.4
3. The information was helpful	1.1	0.3
4. the teacher was helpful	1.1	0.3
5. The teacher was interesting	1.1	0.3
6. I would like to learn more about this	1.1	0.4
7. Overall I would rate this session	1.1	0.3

*(1=high, 5=low)

EVALUATION: This training session sequence received extremely high ratings and appears to fulfill an ongoing need of participants. The use of new and different activities to do with children is an important request of caregivers and these sessions appeared to both satisfy and stimulate. The desire for more sessions of this type is apparent.

TOPIC XX

WHEN A CHILD IS SICK OR HURT

Date Presented
2-10-79

A. Objectives

1. To aid the child care worker in caring for the sick or hurt child
2. To give practical tips in caring for the sick or hurt child
3. To demonstrate various health techniques for participants
4. To provide information on local health

B. Participant Statements

1. Learned (by rank)
   a. Learned what to do about fever
   b. Learned how to help choking - Heinlich method
   c. Learned new skills with ill kids
   d. Learned about communicable diseases and inoculation periods
   e. Learned what to do in case of shock

2. Would like to learn
   a. Signs of illness
   b. City resources for medical problems
   c. About different medicines
   d. About poisonous plants

*TRAINING SESSION SCALE RESULTS
FOR WHEN A CHILD IS
SICK OR HURT
(N=16)

ITEM	X	S.D.
1. I learned a lot	1.6	0.8
2. I can use what I learned	1.6	0.7
3. The information was helpful	1.8	0.9
4. The teacher was helpful	1.6	0.7
5. The teacher was interesting	1.6	0.6
6. I would like to learn more about this	1.6	0.7
7. Overall I would rate this session	1.7	0.8

*(1=high, 5=low)

EVALUATION: A smaller group than usual appeared to react to a topic dealing with an important teacher/manager aspect of child care. Interest was expressed in more training. The objective appeared to be relatively well accomplished.

TOPIC XXI

MEDICAL PROBLEMS OF YOUNG CHILDREN

Date Presented
2-13-79

A. Objectives

1. To make providers aware of common childhood medical problems such as chicken pox, measles, mumps, hepatitis, ringworm, etc.
2. To make recommendations to providers for treatment of these problems

B. Participant Statements

1. Learned (by rank)
   a. About childhood illness
   b. Skills to use with ill children
   c. Peter Smith Hospital offers immunization
   d. Take medicine with water only
   e. How communicable diseases are carried

2. Would like to learn
   a. How to recognize illnesses
   b. First Aid

*TRAINING SESSION SCALE RESULTS
FOR MEDICAL PROBLEMS OF
YOUNG CHILDREN
(N=22)

	ITEM	X	S.D.
1.	I learned a lot	1.6	0.6
2.	I can use what I learned	1.4	0.5
3.	The information was helpful	1.4	0.5
4	The teacher was helpful	1.5	0.7
5.	The teacher was interesting	1.5	0.6
6.	I would like to learn more about this	1.7	0.8
7.	Overall I would rate this session	1.6	0.5

*(1=high, 5=low)

EVALUATION: The nature of this topic appeared to bring similar ratings compared to the previous one which also dealt with medical problems.

TOPIC XXII

HEALTH AND SAFETY PRECAUTIONS

Date Presented
3-10-79

A. Objectives

1. To inform providers about child-proofing the surroundings
2. To inform providers about periodic screening and reporting of health and safety problems
3. To aid providers in emergency planning
4. To inform providers about accident prevention techniques

B. Participant Statements

1. Learned (by rank)
   a. EPSDT
   b. Bleach is good sanitizer with water
   c. Services and agencies are available
   d. What inspectors look for
   e. Health regulations
   f. Health and sanitation
   g. Safety procedures

2. Would like to learn
   a. More on health and safety
   b. More on regulations of Day Care Center
   c. More free services for parents

*TRAINING SESSION SCALE RESULTS
FOR HEALTH AND SAFETY PRECAUTIONS
(N=44)

ITEM	X	S.D.
1. I learned a lot	1.3	0.5
2. I can use what I learned	1.3	0.6
3. The information was helpful	1.3	0.6
4. The teacher was helpful	1.3	0.5
5. The teacher was interesting	1.2	0.4
6. I would like to learn more about this	1.6	0.9
7. Overall I would rate this session	1.3	0.6

*(1=high, 5=low)

EVALUATION: Although presented to a larger group than the previous two topics, this session appeared to bring similar results. It appeared that there is continued interest in the topic area.

TOPIC XXIII

EMERGENCY CHILD AID

Date Presented
3-13-79

A. Objectives

1. Provide valuable information in preparing for emergency situations
2. Aid in understanding life-saving techniques during emergency situations
3. Provide practice of these techniques

B. Participant Statements

1. Learned (by rank)
   a. What to do in an emergency
   b. First Aid procedures
   c. What to do for choking
   d. How to make the center safe
   e. What to do for fractures
   f. What to put in First Aid Kits

2. Would like to learn
   a. Cardio-Pulmonary Resuscitation
   b. More on poisonous plants
   c. More on health and safety
   d. Water safety

*TRAINING SESSION SCALE RESULTS
FOR EMERGENCY CHILD AID
(N=38)

ITEM	X	S.D.
1. I learned a lot	1.4	0.6
2. I can use what I learned	1.4	0.7
3. The information was helpful	1.3	0.6
4. The teacher was helpful	1.3	0.6
5. The teacher was interesting	1.3	0.6
6. I would like to learn more about this	1.5	0.6
7. Overall I would rate this session	1.4	0.6

*(1=high, 5=low)

EVALUATION: This fourth medical related topic appeared to be successful.

TOPIC XXIV

LANGUAGE DEVELOPMENT FOR YOUNG CHILDREN

Date Presented
3-20-79

A. Objectives

1. To observe a film in which the caregiver models excellent language development of infants and toddlers
2. To provide language experiences in large groups
3. To have participants create language activities and share creations with the group

B. Participant Statements

1. Learned (by rank)
   a. Communication with small children
   b. Use different activities for speech development
   c Encourage child's imagination
   d. Use patience in working with children

2. Would like to learn
   a. More crafts

*TRAINING SESSION SCALE RESULTS
FOR LANGUAGE DEVELOPMENT
FOR YOUNG CHILDREN
(N=23)

ITEM	X	S.D.
1. I learned a lot	1.4	0.9
2. I can use what I learned	1.4	1.0
3. The information was helpful	1.4	0.9
4. The teacher was helpful	1.4	0.9
5. The teacher was interesting	1.3	0.9
6. I would like to learn more about this	1.5	0.8
7. Overall I would rate this session	1.3	0.9

*(1=high, 5=low)

EVALUATION: The objectives appear to have been attained and the Training Session Scale was positive, however, follow-up training was not warranted by requests from the group.

TOPIC XXV

"SOME OF MY BEST FRIENDS ARE PUPPETS"

Date Presented
4-17-79

A. Objectives

1. Give participants opportunity to see how to make a variety of puppets from throw-away materials
2. To demonstrate the concept that puppets may be used informally with children and in a variety of ways

B. Participant Statements

1. Learned (by rank)
   a. Puppets can be made out of anything
   b. How to use puppets
   c. Creativity with puppets

2. Would like to learn
   a. Language activities for three year olds
   b. New songs
   c. Art
   d. More about puppets
   e. Science

*TRAINING SESSION SCALE RESULTS
FOR "SOME OF MY BEST FRIENDS ARE PUPPETS"
(n=22)

	ITEM	X	S.D.
1.	I learned a lot	1.1	0.4
2.	I can use what I learned	1.2	0.5
3.	The information was helpful	1.1	0.4
4.	The teacher was helpful	1.2	0.5
5.	The teacher was interesting	1.2	0.5
6.	I would like to learn more about this	1.4	0.7
7.	Overall I would rate this session	1.1	0.3

*(1=high, 5=low)

EVALUATION: The workshop appeared successful. More on the same topic is warranted with other groups.

TOPIC XXVI

MAGIC CIRCLE

Date Presented
4-21-79

A. Objectives

1. To acquaint participants with the "Magic Circle" concept of working with children through discussion, demonstration, and active participation.

B. Participant Statements

1. Learned (by rank)
   a. Magic Circle techniques
   b. How to communicate with children
   c. Child's perspective
   d. Child's attention span

2. Would like to learn
   a. More about Magic Circle
   b. Circle activities for children one year and younger
   c. Magic Circle with staff

*TRAINING SESSION SCALE RESULTS
FOR MAGIC CIRCLE
(N=61)

	ITEM	X	S.D.
1.	I learned a lot	1.3	0.7
2.	I can use what I learned	1.2	0.7
3.	The information was helpful	1.2	0.6
4.	The teacher was helpful	1.2	0.7
5.	The teacher was interesting	1.2	0.7
6.	I would like to learn more about this	1.2	0.6
7.	Overall I would rate this session	1.2	0.6

*(1=high, 5=low)

EVALUATION: The Magic Circle workshop was successful. More offerings for other groups and follow up for this group are warranted.

TOPIC XXVII

ORIENTATION - PROFESSIONALISM

Date Presented
5-19-79

A. Objectives

1. Play game for getting better acquainted
2. Have experienced day home provider share how she became a professional
3. Have participants gain new activities by making their own snack and by watching a demonstration of how to introduce children to a new activity

B. Participant Statements

1. Learned
   a. How to cope with preschoolers
   b. Day home is home away from home
   c. How to act out storytelling

2. Would like to learn
   a. Discipline techniques
   b. Travelling with children
   c. Meals

*TRAINING SESSION SCALE RESULTS
FOR ORIENTATION - PROFESSIONALISM
(N=5)

ITEM	X	S.D.
1. I learned a lot	1.2	0.4
2. I can use what I learned	1.0	0.0
3. The information was helpful	1.0	0.0
4. The teacher was helpful	1.0	0.0
5. The teacher was interesting	1.0	0.0
6. I would like to learn more about this	1.0	0.0
7. Overall I would rate this session	1.0	0.0

*(1=high, 5=low)

EVALUATION: A very small but very successful presentation. Obviously it should be made available to more groups.

Three general observations concerning group training should be mentioned in closing. First, in many cases it appeared that all objectives were met while others were only partially realized. This did not appear to be a shortcoming of the attainment of goals expressed by participants, but usually an underestimation of time and other variables by the trainers. The training scale ratings usually collaborated this. This phenomena is not uncommon in this kind of evaluation and many instructors tend to have high expectations which have the effect of leaving learners desirous of further information but expressing the benefit of what they have learned.

Second, a number of suggestions for future training were expressed by participants which did not directly relate to the general topic presented. Since these suggestions were unprompted they may have particular importance in the assessment of future training needs. They are summarized in the list that follows:

1. Arts and crafts for young children
2. Discipline techniques
3. Science activities for kids
4. Outdoor activities
5. Indoor (rainy day) activities
6. Where to find recycled materials
7. Curriculum planning
8. Educational activities for handicapped children

Third, the NTSU/TDHR/Title XX staff also stated several areas which had been suggested to them by trainees during

the program year. These topics are stated below.

1. Puppets
2. Finger play
3. Transitions
4. Feelings
5. Sharing

SECTION IV
COLLEGE COURSES

A total of 11 courses have been offered by North Texas State University which enrolled a total of 235 child care providers and represented a total of 705 credit hours. Ninety-six providers enrolled in Summer courses with 68 and 71 enrolled in Fall and Spring courses respectively. The courses offered by title and frequency occur below.

TABLE VII

COURSES OFFERED BY NTSU FOR 18 COUNTY AREA DURING THE SUMMER, FALL AND SPRING SEMESTERS

Course Title	Frequency Offered
Child Growth and Development	5
Cognitive and Language Development	1
Programs for Young Children	1
Understanding Cultures	1
Human Relations	1
Child Care in Family Day Homes	1
Role of Agencies in Serving Young Children	1

Course evaluations completed by child care providers during the Summer and Fall Semesters of 1978 produced valuable information concerning assessment of courses and provided a basis for future training needs.

In response to the question, "What helped me most in my work," a number of statements were frequently reported and are summarized in the following list.

1. To understand, tolerate, and be patient with children.
2. Counseling on child development and behavior.
3. Becoming more culturally aware.
4. Discussion of cognition, communication, health, and safety.
5. Categorizing and taking inventory on toys.
6. Information on teacher made materials.
7. Ways to present stories to children.
8. Gaining ideas for curriculum development.
9. Woodworking, art, and hollow blocks.
10. Visiting other centers.
11. Classroom Modeling.
12. Interest and enthusiasm of instructors.

In addition, participants were asked to list the content covered which was least applicable to their work. A summary of these statements follows.

1. Doing things in class that could not be done with children.
2. Most ideas were for older children.
3. Learning about nature.
4. Child-proofing your yard.
5. Having right foods for children.
6. Reading from books.
7. Films.

Also of benefit to the improvement of courses were statements related to what participants enjoyed the most. The following list summarizes these statements.

1. Teacher-made materials.
2. Films.
3. Group activities and discussions.
4. Special speakers.
5. Format of class.
6. Visiting other locations.
7. Sharing foods of different cultures.
8. Bonds that were established.
9. Hearing experiences of other teachers.
10. Autoharp lessons.
11. Handouts.

The participants also made a number of statements which may serve as a needs assessment for future course work and other types of training modes. The following list summarizes those aspects that should be added to future courses.

1. More film strips to go with lessons.
2. More cooking with children.
3. Lessons for younger children.
4. More book lists for children.
5. More noted speakers.
6. How to work with special children.
7. How to deal with uncooperative parents.
8. More on language development.
9. Courses in art and science.
10. More group discussions and role-playing.

In addition, participants were asked to list any statement they wished to add in relation to course work. Among these statements were the following comments.

1. Learned many interesting ideas about children and caring for them.
2. Instructors were excellent.
3. Materials were very helpful.
4. It was a thinking class.
5. Helped with personal growth and development.
6. Using knowledge everyday in my work.
7. A must for all educators.

Instructors also asked participants to list possible changes in course format and content. The derived responses tended to be of a personal nature and while instructors assimilated this information it was not considered to be relevant to this report.

Overall, the above statements reflected a positive approach to working with children. Participants demonstated enthusiasm having been exposed to course work.

Specific factors indicative of this are cultural awareness, how children learn, and exposure to leaders in the field. The participants tended to laud those things which were relevant and could be utilized in their respective centers or homes.

Their suggestions tended to broaden their horizon and many requested continued course work and issued supprotive statements of the individual instructors.

SECTION V

SUMMARY, OBSERVATIONS AND RECOMMENDATIONS

Overview

This report comprises an evaluation of a training program, in part. More importantly, it serves as a training needs assessment for future training of Title XX child care providers.

Observations/Recommendations

Because of the nature of the NTSU/TDHR/Title XX Child Care Training Program most conclusions will be expressed in the form of observations/recommendations.

Area I--General Delivery

1. After the initial period of staffing and the extablishment of channels of communication with providers an accelerating schedule of training services commenced.

The various facilities involved and/or counties represented appear to have been proportionally represented in training delivery.

The schedule seems to have reached an optimal level and, while seasonal and other factors may be considered, this rate of delivery was quite reasonable.

2. Training for providers is best conducted when the providers are not directly supervising children. For this reason both planning and careful scheduling must take place. In part, this limited much of the training time to weekends, evenings, and children's nap time.

Most types of facilities were proportionally served by program trainers, however, those central agencies which required that their staff members directly observe all training were difficult to schedule. The result was that centers and day homes served by these agencies were far below other types of facilities in reported training frequency.

A recommended objective for the future is to extablish improved communication between program staff and agency personnel in an attempt to improve delivery of services to the providers served by these agencies.

3. The various delivery modes appear to be effectively utilized in terms of frequency. The resource room was largely utilized indirectly by providers and consequently is not reflected in the delivery log reports. While this facility is used as a meeting place for courses and workshops and is a storeroom for materials it was not being directly utilized as a training mode. One of the reasons for the lack of utilization may have been due to the limited scheduling inflexibility of child care providers who must remain with children. It is recommended that the Resource Room remain open one evening a month to explore this avenue of accessability.

Area II--Group Training

The NTSU/TDHR/Title XX Child Care Training Program appears to be meeting the needs of child care providers as reflected by the rsults of survey questionnaires, training session evaluations, and participant statements concerning training. Results of these evaluation instruments also point ot the following areas in which continued training may be useful.

1. Consideration of childrens' developmental levels pertaining to specific skills, activities, and materials.

2. Development of cultural awareness as manifested in songs, foods, and activities.

3. An emphasis placed upon the child care provider's creativity in offering activities and learning opportunities to the child.

A detailed analysis and recommended training areas were included in Section III of this report.

Area III--College Credit Courses

During the planning of the college courses it was anticipated that six courses would be conducted for a potential of 75 participants. The demand far exceeded this anticipated level. A total of eleven courses have been offered by North Texas State University enrolling a total of 235 participants.

1. Due to the large number of participants and the wide geographical area to be served by the courses, several different faculty should be assigned to the program. More North Texas State University faculty should also be involved on a limited basis to allow for the preparation demanded by this level of training and permit the time to reach training sites.

2. The demand among providers for college courses and the relative cost effectiveness of their delivery make them a viable part of the total training program. College courses should be continued.

3. It is suggested that the reader look at Section IV for a detailed description of content for college credit courses. That section includes those content areas requested by providers for future course coverage. This may assist in planning similar programs.